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ABSTRACT

A secondary social studies model curriculum guide for Alaska is presented. The body of the guide lists topics/concepts, learning outcomes/objectives, and sample learning activities in a 3 column format. The first column, topics/concepts, describes the content area, defining the subject broadly and listing subconcepts or associated vocabulary. The second column, learning outcomes/objectives, describes the understandings, behaviors, and goals that students are expected to demonstrate as a result of their learning experiences. The third column, sample learning activities, promotes student progress toward the stated goals. The guide is designed to integrate the knowledge base of facts, concepts, and generalizations with the development of democratic values and beliefs, and skills in critical thinking and problem solving. Eight course outlines are provided: western civilization/world history, U.S. history, Alaskan studies, economics, political science, anthropology, psychology, and sociology. (TRS)

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SECONDARY SOCIAL STUDIES

ALASKA CURRICULUM GUIDE

First Edition

Support of the Model Curriculum Project was provided through
a special grant from ECIA Chapter II (Block Grant)

Office of Curriculum Services
Alaska Department of Education
June, 1986

SECONDARY SOCIAL STUDIES
MODEL CURRICULUM GUIDE

TABLE OF CONTENTS

	Page
General Preface Model Curriculum Guides	i
Preface - Part II Secondary Social Studies	iii
Acknowledgments	vii
Western Civilization/World History	1
American History	13
Alaskan Studies	49
Economics	67
Political Science	89
Psychology	105
Sociology	117
Anthropology	135

GENERAL PREFACE
MODEL CURRICULUM GUIDES

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This first field edition curriculum guide is one of a series intended to serve as a model to aid school districts as they develop and review their own curriculum documents. It is not intended that any of these field edition guides be used directly by teachers for instructional purposes. Districts are expected to develop their own locally suitable curriculum based on these guides. Districts have or are developing their own locally suitable curriculum using these guides as a base and point of departure. In the future, as schools use this material to plan and implement programs, its value will be measured by the increased ability of students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals provided input to a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the review of each content area. Contributors to specific guides are listed in the acknowledgements sections of the guides. In one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents subject to revision every few years as part of the six year curriculum review cycle that was recently initiated by new curriculum regulations.

Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages (Secondary)	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists topics/concepts, learning outcomes/objectives, and sample learning activities in three columns. (In the case of Secondary Foreign Language, the first column is headed topics/skills.)

Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. Subconcepts or vocabulary associated with the concepts are listed in this column.

Learning outcomes/objectives, in the second column, describe, in general terms, the understandings or behaviors students are expected to demonstrate as a result of their learning experiences. Learning outcomes/objectives are the goals toward which student learning is directed.

Sample learning activities, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes/objectives. At least one sample learning activity is stated for each learning outcome/objective. It is intended that the sample learning activities are just that: samples only. They do not constitute a learning program. School districts generate their own locally applicable activities within the framework of their district topics/concepts and learning outcomes/objectives.

The guides are grouped by grade level groupings (except Mathematics) -- grades 1-3, 4-6, 7-8 for the elementary level, and 9-12 for the secondary level. Mathematics is presented sequentially grade by grade. Recognizing the unique characteristics of the five year old learner, Kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for those courses.

The Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between state and local school districts is crucial. We seek to promote individual variation while stressing the collective responsibility for educating all students in Alaska.
It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE - PART II
SECONDARY SOCIAL STUDIES

"The goal of the Social Studies is to enable students to be responsible decision makers and to contribute as citizens in a highly complex and rapidly changing society. Knowledge, understanding, and appreciation of our heritage within the context of a global society are essential. Students need to be engaged in relevant, applied learning through which they may become confident learners who are prepared to meet present and future challenges."

Social Studies Model Curriculum Task Force

This goal statement embodies the premise on which the secondary Social Studies Guide was developed. It is an expression of a philosophy which recognizes citizenship education as a primary focus of the Social Studies. It emphasizes the need for a knowledge base in the social sciences on which young people might build an understanding and appreciation of our heritage with a global perspective.

The statement assigns to Social Studies programs the responsibility for engaging the student as an active participant in a relevant learning process. Today's world is highly complex and individuals must be prepared to deal with that complexity as well as with the rapid change which is the hallmark of this century. The student must have decision making skills and the confidence to face the present and the future with self assurance.

Goals in Guide

It has been recognized that the critical components of a Social Studies education are knowledge, democratic beliefs and values, and skills. This Guide integrates the knowledge base of facts, concepts and generalizations with democratic values and beliefs and addresses skill development.

Knowledge is essential in order for students to make informed decisions. The Model Guide draws upon the social sciences for its knowledge base: History, Geography, Alaskan Studies, Economics, Anthropology, Sociology, Psychology, and Political Science. Information must be linked with experiences encountered by students and related in a way to help them understand events and conditions throughout the world. Civic observation, analysis, participation, and community service assist in this process.

Democratic values and beliefs are the basis of citizenship education and a Social Studies program. The rights, freedoms, responsibilities, and beliefs of our democracy are incorporated throughout the Guide which includes concepts of justice, equality, responsibility, rule of law, freedom, diversity, privacy, and international human rights.

Skill development is the third component of a Social Studies program. Skills are processes which enable students to link knowledge with beliefs that lead to action. The skills essential to citizen participation are critical thinking and problem solving. They might be categorized as follows:

1. Skills related to acquiring information (Reading, study skills, reference and information search skills, technical skills unique to electronic devices)
2. Skills related to organizing, using, and presenting information (intellectual, decision-making, and communication skills)
3. Skills related to interpersonal relationships and social participation (Personal, group interaction, social and political skills)

The Secondary Social Studies

Social Studies educators are faced with a serious challenge when establishing a scope and sequence for secondary students. All Alaska school districts require the state-mandated three units of Social Studies in secondary school. Courses commonly offered include two credits of instruction in United States History and World History or Western Civilization, each of which are one-credit courses. The third Social Studies unit is most often obtained through a selection of electives, each of which is one semester long. In recognition of this situation, the Model Guide includes course outlines for each of the following:

Western Civilization/World History (1 yr.)
American History (1 yr.)
Alaskan Studies (6 mos.)
Economics (6 mos.)
Political Science (6 mos.)
Anthropology (6 mos.)
Psychology (6 mos.)
Sociology (6 mos.)

The instructional time for any of the courses could be expanded to deal with the content in a more thorough manner. No grade level sequencing of these courses is recommended; rather, districts are encouraged to exercise their own discretion in determining the grade level offering of courses based on local needs, staffing patterns and individual student developmental levels.

Course Descriptions

Western Civilization/World History

It should be recognized that no World History course can address all the issues, content or concepts desired in a course which virtually spans the history of humankind. One approach to this problem has

been to teach just Western Civilization. However, it is important that students be exposed to a more global understanding of past and current events. The Western Civilization/World History course outline contained in the Guide is designed to adequately conceptualize a comprehensive World History course, while giving special recognition to Western Civilization, the root of our culture. The framework is designed to be eclectic. For example, a district might choose to concentrate on the outcomes/objectives related to the history of Western Civilization for a six month period and then engage students in a study of specific world regions/cultures, examining each intensively. The goal of the course is to help students develop understanding of change and continuity in selected civilizations and cultures, and to examine social, political, and economic forces which have changed people and nations throughout the ages.

American History

This course is a comprehensive, chronological approach to the study of American history. It is the capstone for the study of American history begun in elementary and junior high school. It includes outcomes/objectives related to the social, political, and economic forces which have shaped, and continue to shape, American life from its origin to the present. Students consider events and ideas which have shaped our nation; our involvement as part of a world community; the growth of social reform movements, extension of civil rights, growth of government, and America's future within the context of a global society. The diversity of ethnic and racial origins and the impact of that diversity on the development of the nation is addressed.

Alaskan Studies

This course is designed to develop a panoramic understanding of Alaska from the first migrations of its earliest inhabitants to current day issues. Included are: A comprehensive introduction to the culture and lifestyle (past and present) of Alaska Natives; knowledge of the geography of the area and the interrelationship between the land and the people; the changes introduced by the Russian and European settlers; and the events associated with life in the territory and the state. Students explore the political, social, and economic ramifications of past and present events and issues and consider what the future holds for Alaskans.

Economics

Economics is important both for the knowledge it provides and the analytic thinking it requires.This course includes outcomes/objectives and activities designed to promote development in both areas. Students explore how individuals and societies respond to the basic economic problems of scarcity.

Concepts which develop out of scarcity are introduced: Economic organization, supply and demand relationships, organization of production and business, government's role in fiscal and monetary policy making, and the impact of trade. Because a practical understanding of economic affairs is important for informed citizens, reflection on personal economic skills and decision making are addressed in the "consumer awareness" section of the course.

Political Science

Political science is the study of political behavior and political institutions. This course includes outcomes/objectives and activities related to the theory and practice of organizing and controlling the power needed to formulate public policy and administer public services. It is designed to relate the activities of politics and government to the everyday lives of students; to explore the impact of political issues on the private and public aspects of our lives; and to convey information on the types and organization of government. The core of the course deals with the process, types and levels of government. The origin and nature of politics and consideration of political parties are addressed. Citizen involvement, the hallmark of a democratic political system, is also included.

Psychology

Psychology is the study of human behavior, of why people behave as they do. This course examines psychology as a science, the basic psychological processes, personality theory, and individual and group behavior.

Sociology

Sociology deals with those aspects of human behavior which are related to the fact that humans live in groups. This course introduces sociology as a science and addresses socialization and the role of culture in the process, as well as various groups and social instituions. Social change and problems are considered to assist students in understanding the disorganization of society.

Anthropology

Anthropology is the scientific study of human origins and nature. The course links the biological and social sciences in a consideration of physical and cultural anthropology. The subject is approached with historical perspective and assists students in understanding revolutionary anthropological events which altered human history.

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Phase II 1986

Appreciation is expressed to the members of the Social Studies Model Curriculum Guide Task Force, who are the authors of the First Edition.

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Phase I (1984-1985)

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

Adak	Delta Greely	Klawock	Northwest Arctic
Anchorage	Fairbanks	Lower Kuskokwim	Pelican
Annette Island	Galena	Lower Yukon	Railbelt
Bristol Bay	Haines	Matanuska-Susitna	Valdez
Copper River	Iditarod	Nenana	Yakutat
Cordova	Kenai Peninsula	Nome	
Craig	Ketchikan	North Slope	

State Departments of Education

Alabama	Illinois	New York	Utah
Arizona	Indiana	North Carolina	Vermont
Arkansas	Maine	Oregon	Virginia
California	Minnesota	Rhode Island	West Virginia
Connecticut	Maryland	South Carolina	Virgin Islands
Delaware	Nebraska	South Dakota	Guam
Florida	Nevada	Tennessee	
Idaho	New Mexico	Texas	

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SECONDARY SOCIAL STUDIES

WESTERN CIVILIZATION/WORLD HISTORY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
HISTORICAL INQUIRY		
	History may be viewed as the memory, recorded or unrecorded, of past human experience.	
Primary & Secondary Sources Continuity Change Cause/Effect Ethnocentrism Stereotyping Theory Critical analysis Perspective Historian		Use events from his/her own past or another student's to reconstruct a a history of a particular period. Participate in a class discussion of reactions to the process of writing a history. Apply the skills of historical inquiry to investigate the circumstances of a historical event. Describe how archeology and biological evolution help us learn about ancient civilization and demonstrate how history can be an art and a science.
	History can be used and interpreted in a number of ways.	Evaluate what really happened in history by using primary and secondary sources. Analyze historical information for examples of stereotyping, ethnocentrism or ideological bias. Identify and explain various historical theories such as teleological, challenge and response, and the great "man" theory that seek to explain cause.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Develop a historical perspective related to a current issue to make an informed decision.
		Research the role of the historian from a career perspective by interviewing those in the field.
WORLD HISTORY CHRONOLOGY Change Continuity Era Timeline	World History is often divided into chronological periods.	Construct a timeline with broad historical eras placed in the proper chronological sequence. Describe the characteristics of the major Western and non-Western historical eras. Taking four different historical eras, research and write a paper on the perception of human nature which existed in each era.
EARLY CIVILIZATIONS Culture Society Civilization City Domestication Cooperation Specialization	The Neolithic Revolution which occurred in several areas of the world was the basis for the rise of the earliest civilizations.	Identify and locate the sites of the earliest civilizations and describe the general characteristics of their economy, government, and social structure.

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
Neolithic Revolution Environment		Compare and contrast the meanings of the words "culture", "civilization", and "society." Analyze the importance of the role of the city to early civilizations and the new ways of organizing society that evolved as a result.
WESTERN CULTURAL FOUNDATIONS Religion Power Democracy Law Imperialism Ethics Institution Class structure Government Philosophy Controlling ideas Human dignity Monotheism Art Architecture Environment Citizenship Conflict Crusades	The impact of the early Greek and Roman civilizations and the Judeo-Christian heritage on our Western culture.	Research contributions to our culture from early civilizations: alphabet, calendar, ethics, arts, etc. Analyze the ideas of the Greek and Roman philosophers and how they fit in today's world. Evaluate to what extent Greek and Roman ideas and institutions have impacted the present. Interpret readings from primary sources that reflect important ideas of early Western thinkers. Analyze and evaluate inherent conflicts and similarities between the ideas of the Greeks and Romans with those of Judaism and Christianity.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
WESTERN TRANSITION (CLASSICAL TO MODERN) Institution Secularism Religion Inquisition Mercantilism Power of faith Reason Radicalism Justice Intolerance Revolution Humanism Reform Feudalism Catholicism Reformation Renaissance Science Interdependence Isolation Capitalism	The transitions and change that occurred in the medieval, Renaissance and Reformation and revolutionary periods in Western Europe led to the modern Western world.	Analyze and trace the changing roles of the church and religion from classical times to modern. Know the major developments that led to the Scientific Revolution and describe its impact on institutions and life. Describe and analyze the impact of non-Western civilizations on Europe (Rise of Islam, Mongol invasion, Byzantium, trade with the East, etc.) Describe the immediate and long term effects of expanding trade routes on Europe and other parts of the world. Trace the developments of political revolutions that gave rise to more democratic systems. Compare the lifestyle and role of the common men and women in various eras. Identify and explain why and how Europe came to dominate the world from 1500 to 1900.

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
REGIONAL STUDIES		
Traditional society Modern society Colonialism Migration Subsistence Market economics Nationalism Family Social structure Resources Culture Standard of living Trade Universalism Progress Conflict Change Diversity	The histories and cultures of various geographic regions contributed to world history. Suggested regions for study: Pacific Rim Africa Asia Latin America Middle East Australia and South Pacific Islands Circumpolar region North America	Locate and identify on a world map major topographic features and political divisions in a geographic region. Analyze the influence of the environment and land use patterns on development. Contrast and compare cultural/ geographic characteristics within a given area and their consequences.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	There are identificable universals through which human experience is expressed and which constitute culture. These include: Social organization Language and nonverbal communication Material culture Social control Conflict resolution Economic organization Education World view	Research material and nonmaterial contributions of the cultures in an area. Describe the linkages between our nation and a specific area in another part of the world. Make a collage, poem, or story contrasting the modern and the traditional ways of life within the same society. Make a timeline of history of particular areas and compare it with a larger global timeline. Communicate with an individual in another country through a "Sister School" or similar program.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Compare how major social systems have trasmitted beliefs, values, ideas, customs, and other societal expectations.
		Analyze the conditions before and after particular scientific or technological changes and evaluate the effect on life styles and institutions.
		Make a report on a major issue or problem found in a geographic region researching its historical roots and proposing possible solutions.
		Evaluate the meaning of progress from different cultural perspectives.
THE MODERN WORLD		
Interdependence Nationalism Industrialization Imperialism Urbanization Automation Capitalism Socialism Communism War (conflict) Science/technology Ethnocentrism Independence Totalitarian	The forces of nationalism, industrialization, imperialization, imperialism and militarism brought dramatic changes to both Western and non-Western worlds.	Evaluate the positive and negative consequences of European imperialism on non-European people and places. Compare and contrast the values, characteristics, and ideologies of capitalism, socialism, and communism. Trace the causes and consequences of the World Wars.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
Diplomacy Alliance Migration Revolution Cold war/superpowers Arms race (nuclear) Economies Disarmament		Collect newspaper articles which give examples of global interdependence. Analyze the rise and spread of communism as a political-economic system. Identify and locate areas of serious conflict in today's world and research historical causes. Identify major global patterns regarding wealth, development, population, alliances, disarmament.
ISSUES FOR TODAY AND TOMORROW		
Global village Interdependence Future shock Information age Environment Quality of life Culture Individualism Human rights Three "worlds" Macrocultures Role of media Technology Change	Understand the nature of the environmental, economic, political, and social issues facing us now and in the future.	Predict areas of continued or new conflict based on present trends and problems. Analyze the promises and problems related to human rights and dignity and the world of increasing technology Investigate regional and global environmental problems and suggest alternative ways they might be solved.

SECONDARY SOCIAL STUDIES
WESTERN CIVILIZATION/WORLD HISTORY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
Conflict Human relations Religion/ethics		Given a current event or issue, analyze a variety of media sources to identify values, distinguish between fact and opinion and determine points of view on the event/issue. Analyze and react to prognostications in books like Future Shock and Megatrends Research a number of current social issues through a variety of materials. Hypothesize the impact of several contemporary problems on life in 50 or 100 years.

SECONDARY SOCIAL STUDIES

AMERICAN HISTORY

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
METHODS OF HISTORICAL INQUIRY Primary source Secondary source Historian Historiography Chronology	There are procedures involved in planning an historical inquiry which involve research and analysis.	Apply the following procedures in preparing research reports and conducting analyses of questions in American History: a) narrowing topic and/or stating questions(s); hypothesis; b) determining frame of reference, method(s) of analysis; constraints; c) identifying initial references or leads; biographies, indexes, knowledgeable persons, etc.
	There are logical principles and operations used in interpreting written accounts of historical situations.	Interpret written accounts of historical situations using one or more of the following principles and operations: forming reliable inferences about missing information; relationships not mentioned in text; drawing objectively defensible conclusions and generalizations about events and relationships referred to.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Know the location and use of print and non-print materials related to the History of the U.S. (e.g., microfiche catalog; periodicals, indexes, audiovisual materials, and computerized material).
EARLY HISTORY		
Migration	A variety of life styles characterized the lives of the earliest inhabitants of America.	
		Develop case studies of each of the major groups of American Indians and what is known of their life styles prior to the arrival of the Europeans.
		After researching significant theories and findings regarding the origins and pre-history of the state, hypothesize as to the lifestyles of the early inhabitants of Alaska.
		Using an outline map of the Western Hemisphere, identify South and Central American cultures (Aztec, Incas, Mayan, Ohmeco)
		Having studied pre-Columbian cultures, report on major artistic, scientific or mathematical contributions of at least two cultures.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
EXPLORATION		
Exploration	There were reasons for European voyages of exploration in the 15th and 16th century.	Research the economic, political, religious and social conditions as they existed in the "Old World," and identify three reasons leading to the exploration of the "New World." Using an historical outline map of the America, locate areas of European influence in 1700 and in 1750. Given a description of geographic features of the "New World", debate how each of these encouraged and/or discouraged European exploration.
	Identify European explorers of the new World.	Correctly identify two significant events associated with individual European explorers. Give a five minute oral presentation on one of the Alaskan explorers. (Bering, Chirikov, Cook.)

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
COLONIZATION Colonization Colonial America 13 Original Colonies	Compare and contrast European and Russian approaches of colonizing the Americas. (including Alaska)	In a written report, compare and contrast the methods of colonizing by Spanish, French, British, and Russian explorers in terms of location and major economic activity.
	Life in colonial America was rich and varied.	Discuss characteristics of the New England, Middle and Southern colonies, and: a. Identify major colonial figures. b. Distinguish among the colonies in terms of economic activity. c. Compare social and recreational activities. d. Distinguish between indentured servitude and slavery.
	Physical geography had a relationship to economic activities in Colonial America.	Using a map of Colonial America, locate major colonial towns of the New England, Middle, and Southern colonies.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
AMERICAN REVOLUTION Revolution Nationalism "Taxation without Representation" Declaration of Independence	The American Revolution was caused by a variety of political, economic and social factors.	Prioritize a list of causes for the American Revolution, and defend his/her selections to classmates in terms of British or colonial interests. Explain how a number of factors which led to the American Revolution related to economic or political interests of the British or colonists.
	There were major events and personalities associated with the Revolutionary War.	Arrange a series of events from the Revolutionary War in correct chronological order.
	The Revolutionary War impacted American and European history.	Identify at least two contributions of each of 10-12 major personalities of the Revolutionary War. After having analyzed the political, economical, and social aspects of the American Revolution, explain the impact of each on the United States, the Western Hemisphere, and Europe.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Discuss the relationship between the unresolved issues of the Revolutionary War and the War of 1812.
GOVERNMENT Constitution Bill of Rights Democracy Federalism Bureaucracy Political party Laws	The government of the United States was created and established as a unique experiment.	Evaluate the role of Washington, Jefferson, Hamilton, and Madison in setting the new government in motion. In a written report, list and describe problems and solutions faced by the United States as a new government was created and compare that development to another country's creation.
	The major features of the American government system as outlined in the Constitution.	After having discussed items such as the Articles of Confederation and the 3/5 Compromise, identify: a. major issues involved in the writing and adoption of the U.S. Constitution. b. basic features of the U.S. Government under the Constitution.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Research such items as our system checks and balances, bicameral legislative, and a federal system of government and compare the U.S. government of 1787 with today's operation.
	The Bill of Rights embody many of the values embraced by Americans.	
		Identify those rights guaranteed by the Bill of Rights. Discuss with classmates the rights of citizens and identify responsibilities that go with those rights.
		Illustrate an amendments in the Bill of Rights without directly stating the freedoms protected by the amendment.
		Debate the extent to which the American government system is effective in protecting the rights of all citizens.
		Trace the changes in American government created by amendments subsequent to the Bill of Rights.
	The U.S. judicial system was designed to secure the rights of citizens.	
		Identify the landmark cases which have expanded the Supreme Court's power of judicial review.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Debate the issues surrounding capital punishment.
		Discuss the impact of specific court cases on the growth of individual rights.
	Conflicts over the power of the central government during the Federal Period were a factor in the development of political parties.	
		Write a newspaper article or other report outlining how the Federalist/Democratic and Republican Parties developed.
		Take part in a panel discussion on the role of political parties in government today.
	The franchise has been expanded over time.	
		Debate the question, "Who should participate in government?" from the point of view of an elitist like Hamilton or Adams and a democrat like Jackson.
		On a timeline, identify important events in the expansion of the franchise through legislation and Constitutional amendments.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
EXPANSION OF FRONTIERS **Frontier** **Expansion** **Manifest Destiny**	The United States' land policy changed from a practice of selling land to one of giving away land to the settlers.	Explain the features of the Northwest Ordinance of 1787, the Land Ordinance of 1785, and the Homestead Act of 1862 in terms of admission of states to the Union, exploration of frontiers and political goals of the Lewis and Clark expedition. Use an outline map of the United States to identify states in the Union as of 1789, 1800, and 1815.
	Important acquisitions led to the expansion of the U.S.	Read and research commercial and nationalist/expansionist factors existing in the early 1800's. Explain at least three factors involved in the Louisiana Purchase and other acquisitions. Identify similarities and differences between the Louisiana Purchase and the Alaskan Purchase.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
	The Westward expansion, the boom in canal building in the North, the beginning of the Clipper ship era, and the railroads increased U.S. activity westward in the 19th century.	Describe the importance of each of the following in the settlement of the West: a) railroads; b) canal building; c) Clipper ships.
	There were many different frontiers.	Identify the progressive movements of the various frontiers and their interests as they crossed the American continent (e.g. cattle, mining, farming, lumbering, fur, etc.)
	There are social, economic and political characteristics of a frontier-type culture.	Describe the life of the people who built the railroads and the canals and explain how towns and cities developed around the character and culture of these settlers.
	Major factors led to the depletion of American Indian populations and the decline of their culture, including invention of "six-shooters", spread of contagious diseases, slaughter of buffalo and reservation policies.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Evaluate the impact of settlers and military on the life and culture of the native American.
		Write a report on the historical roles of major Indian leaders such as Pontiac (Attawa), Joseph Brandt (Mohawk), Tecumseh (Shawnee), etc.; contexts in which their leadership assumed significances, and their various legacies to contemporary American populations.
	There were conditions, personalities, and events affecting the course and outcome of the Mexican War.	
		Explain how differences in language and religion, the expansionist desire for more land, and Southern cotton production problems contributed to the conflict between Mexico and Texas in 1835.
	The completion of the Continental railroad contributed to the growth, population, industry and national unity.	
		Explain how the development of railroads, mining, and cattle industries on the Great Plains and in California contributed to the growth of the West.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Describe how the rush to mine towns in the West resulted in many social, economic and political problems. (e.g., outlaws, poor sanitation, food shortages, no organized labor, housing shortages).
	Areas of the frontier, such as the Great Plains, could not be explored until after development of necessary technology.	
		Distinguish the factors in the termination of the "open range" policy in the West, including invention of barbed wire, windmills, plow; regulatory laws of state governments and the appearance of sheep ranchers and crop farmers.
SECTIONALISM, CIVIL WAR, AND RECONSTRUCTION		
	Slavery had an impact on the life, culture and economy of both whites and blacks in the Old South.	
Sectionalism Slavery Reconstruction Carpetbaggers		Describe the economic character of slavery (profit and loss for slave owners) and compare the economic aspects of free labor in the North.

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Using historical data describe what it was like to be a slave or a slave owner. Indicate reference to conditions which affected family life, health and cultural adaptations.
	Various advantanges and disadvantanges held by the North and South during the Civil War affected the outcomes of battles.	
		In a chart form, compare and contrast the relative strengths of the Union and the Confederacy, including things like population, number of factories, cultivated acreage, railroad development and money.
		Participate in a class discussion of the political/military importance of various Civil War events, including the election of Lincoln, the Blockade of Confederate forts, the Emancipation Proclamation.
	The process of Emancipation was long and difficult.	
		Trace on a map those parts of the nation to which Lincoln's Emancipation Proclamation applied.
		Discuss the motives and timing for the Emancipation Proclamation.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Discuss organization and objectives of the Klu Klux Klan.
	The Blacks' social, economic and political life was affected by the Emancipation Proclamation.	
		Discuss with classmates reconstruction plans as they related to former slaves, readmission of Confederate states to the Union, and punishment of the Confederate states and preserving the power of the Republican Party; outline similarities and differences between the Congressional and Presidential plans.
		Define carpetbaggers, scalawag, freedman and Redeemer and describe their roles in rebuilding southern state governments.
BUSINESS ORGANIZATION AND THE PROGRESSIVE PERIOD		
Industrialization Corporation Technology Capitalism	Federal legislative measures contributed to the growth of American industry (1860-1900).	
		Evaluate the effect of contract labor laws, railroad subsidies, protective tariffs and the Interstate Commerce Act of 1887 and the Civil Service Act upon the growth of American industry.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Indicate the positive and negative impact of governmental policies upon working people.
	The desire for greater capital, limited liability and continuity of operation gave rise to the corporations.	
		Research laws and government policies which encouraged the development of large corporations (e.g., the Trust).
	Changes in patterns of economic organization and activity in the United States during the late 19th century affected the development of cities.	
		Given descriptions of an American city in 1820 and 1900, prepare a dramatic presentation showing changes brought about by industrialism.
	Major social problems were an outgrowth of the Industrial Revolution.	
		Dramatize why laborers tried to organize unions.
	Immigrants came to America during the 19th century because of poor living conditions and limited opportunities in their native countries.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Role play an immigrant in 1890 and an American confronted with many new immigrants in the neighborhood.
	The "melting pot" theory grew out of a concern for the integration and assimilation of new cultures into a society.	
		Describe economic and social implications of the massive immigration to America in the 1800's.
		Compare and contrast the old and new immigrants.
		Summarize the problems of new arriving immigrants.
	The status of agriculture changed during the late 19th century.	
		After having discussed the agrarian revolt, with classmates: a) identify and give reasons for farmers' grievances; b) compare and contrast efforts of farmers to improve their lot; c) evaluate the importance of physical geographic conditions as a factor in the revolt.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
	Farm cooperatives were formed in the late 1800's to provide economic protection from the trusts, pools and mergers of big businesses.	
		Describe the characteristics of the farm granges, identifying the protection they potentially provided for the farmers.
		Evaluate the efforts of the government to aid the dissatisfied farmers via the Merrill-Hatch Acts and the creation of the Department of Agriculture.
	The economic theory of "laissez faire" affected industrial expansion of the late 19th century.	
		Evaluate the results of the practice of "laissez fair" upon the attitudes and reactions of common Americans, law-makers, and reformers.
REFORM MOVEMENT Labor movement League of Nations Entrepreneur Political Machine Cooperatives	Intolerable working conditions including child labor, long hours and dangerous conditions stimulated attempts of working men to organize before the Civil War.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Explain how writers such as Emerson, Thoreau, Longfellow and Lowell used literature as a means of calling attention to the needs for social and political reform in America. Report on how each influenced the later consciousness of the American people.
	Social reform, including temperance movements and care of the mentally ill, gained many followers.	
		Given information on various reform movements (abolition, women's suffrage, temperance, labor unions, and public education), describe in writing the effects of each of these movements on our society.
		Compare and contrast the Progressive Movement with populism of the 19th century.
		Describe three muckrakers of the early 20th century and their work.
RISE OF IMPERIALISM AND GLOBAL CONNECTIONS Imperialism Isolation Nationalism	The "New Manifest Destiny" of the late 19th century was characterized by the U.S. expansion of its interests and territorial acquisitions.	

78

79

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
Fascism Treaty Communism		Specify arguments for and against annexing the Philippines, Puerto Rico the light of the U.S. involvement in the early 1900's.
		Explain the growth of Spanish mismanagement in the Carribbean and the reaction by the United States to it.
	The Spanish-American War established the U.S. as a major world power.	
		Discuss places, conditions, events, personalities, etc. affecting the course and outcome of the Spanish-American War.
		Explain the steps, including treaty negotiations taken to acquire the Panama Canal Zone.
	There was a growth of imperialist sentiment in Europe and the U.S. prior to World War I.	
		Research the concept of imperialism and list at least four ways how this is applicable to the: a) Spanish-American War; b) the partition of Africa; c) the creation of European Alliance systems.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Locate areas held in colonial control by the United States in 1910. State arguments for and against this practice of colonial acquisitions and distinguish between the government of these territories and that of earlier territories which became states. Compare the rights of inhabitants of these territories and of U.S. citizens.
	Certain factors altered American tendency toward isolationism prior to entering World War I (e.g., propaganda).	
		Describe predominant American reactions to the outbreak of World War I in Europe (e.g., public support, isolationism) and factors influential in changing public opinions.
WORLD WAR I		
	World War I was the first war of global scope in history.	
		Prioritize a list of events according to their impact on the U.S. decision to enter WWI, and defend his/her first three choices to classmates.
	Events, personalities, etc. have significance for the course or outcome of WWI.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Given a list of 10-12 major personalities of WWI, the learner will identify at least two contributions of each.
	Thousands of Americans learned of new cultures and morals through their overseas experiences during WWI.	
		Discuss events of WWI and evaluate how the war affected the: a) civilian population; b) American attitudes toward Europe.
	Many of Europe's social, political, ethnic and economic problems remained unsolved after WWI.	
		Discuss how the war intensified Europe's social and economic problems, and evaluate how the war effected the: a) rise of communism in Russia; b) economic stability of Europe.
THE 1920's		
	Foreign policy decisions demonstrated the tendency of the U.S. toward isolationism during the 1920's.	
		Research reasons for America's retreat into isolation, and report on that retreat in terms of: a) success/failure of the League of Nations; b) the use of dictatorship in Europe.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
	The "time between wars" was a time of economic prosperity.	Dramatize with classmates domestic scenes in the United States between 1920-1940.
	Economic, social and cultural factors contributed to a "freedom of expression" in the 1920's.	Using music, dance, clothing, writings, motion pictures, advertising, explain at least two factors of each which contributed to "freedom of expression" during the 1920's.
	Discrimination experienced by racial and ethnic minorities grew during the 1920's.	Outline changing immigration policy of the United States in the 1920's.
GREAT DEPRESSION	The Great Depression increased the impetus of labor to organize.	Explain the changes in labor unions that resulted from the Great Depression.
	International interest in socialism grew as a means of promoting the common good and collective solutions to the weaknesses of the free enterprise system.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Outline the American response to the international increase in interest in socialism.
	Over extended construction, speculation on the stock market with borrowed money and a depressed farm economy were all contributing factors in the Market Crash of 1929 and the Great Depression.	
		Interview several people who lived during the 1930's, and describe some of the effects of the Depression on the people's everyday lives.
	The devastating environmental conditions during the Depression affected patterns of settlement, land use and ownership and population movements.	
		Describe the life of farmers in the West during the 1930's and the way they coped with drought and distress.
		Explain ways Depression experiences are reflected and expressed in America's literature, music, photography and other cultural arts.
	The effects of the Great Depression were even more severe in Europe.	
		Describe similarities and differences among European countries and the United States during the Great Depression.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
NEW DEAL	The New Deal was a major government effort to correct the effects of the Depression.	Compare and contrast Hoover's attitudes toward the relationship between government and the economy with that of Franklin D. Roosevelt. Explain the New Deal and categorize such activities as: a) relief; b) recovery, or a; c) reform effort.
	The Depression and the New Deal had long term effects on contemporary American mores habits, values, or life styles.	Research the lasting influence of New Deal policies on Blacks, labor unions, farmers, banks, older people, the stock market and federal government.
WORLD WAR II Appeasement Isolation Holocaust Tolalitarianism United Nations Neutrality Fascism Nuclear United Nations	The events which led to the initial entry of the U.S. in WWII included U.S. policies of isolation and neutrality, economic factors, 1939 Invasion of Poland, fall of France, bombing of Pearl Harbor.	Arrange in chronological order steps which preceded the U.S. entry into WWII.
	The U.S. economy was organized and controlled to achieve maximum production and provide critical resources for the allied forces.	

90

91

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Outline the industrial and natural resources and vocational factors which made the U.S. a critical source of materials for the war.
	The places, events, dates, personalities of WW II etc. had significance relative to the outcome of the War. American military forces, diplomacy, technology, etc. also played a key role in Allied operations.	
		Explain the effects on Alaska of the events leading up to and occurring during WWII.
		After studying the Holocost and its moral implications, speculate on whether you believe such a horror could happen again.
		Prepare a biographical report of the lives of several major personalities of WWII.
	The federal government implemented discriminatory and highly controversial domestic policies during the course of WWII.	
		Role play changes in the lives of groups such as the Japanese Americans and Aleuts as a result of the policies enacted during WWII.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
	WWII had effects on American policies, institutions, and life styles.	Role play changes in the lives of groups such as Aleuts, farmers, Blacks and women as a result of WWII. Debate the pros and cons, using the arguments of philosophers, scientists and political figures of the time, regarding the use of the atom bomb in Japan and the use of nuclear power in the post War world.
COLD WAR AND DETENTE Cold war Detente Suburbs Assassination Inflation McCathyism Sputnik	World War II created a new set of "superpowers" and a balance of power structure.	With classmates discuss and debate the "cold war" and the relative strengths of the United States and the Soviet Union.
	The world organizations were created for peace keeping purposes.	Research the League of Nations and the United Nations, and compare them in terms of: a) aims; b) membership; c) United States support; d) ability to prevent or limit war.
	The major features of the United States foreign policy of 1945-1970 was a function of a "hard line" policy against the potential spread of Communism.	

SECONDARY SOCIAL STUDIES
AMERICAN HISTORY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Place in chronological order and describe the importance of such items and events as the Berlin Blockade, Marshall Plan, Bay of Pigs. Invasion, Communist Victory in China, the Korean War, the French defeat in Indo-China and the Vietnam War.
	McCarthyism had a major effect on the political, social and cultural life of America in the 50's and 60's.	
		Identify the principle issues, incidents, organizations, personalities, etc. associated with the rise and fall of Joseph McCarthy.
		Analyze the effects of McCarthyist ideology on the civil liberties of American citizens, the policies and practices of government agencies, employers, etc.
	U.S. involvement in Third World countries grew in response to needs for new markets, raw materials and strategic control in the cold war with the Soviet Union.	
		Debate the involvement of the U.S. in Third World nations and the consequences of that involvement on the political and social life of the people (e.g., Indo-China, Cuba, Chile, Argentina, Brazil).

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Explain how the Eisenhower administration policies toward Indo-China in the early 1950's affected the course of the Vietnam War.
		Explain why the U.S. failed to recognize the People's Republic of China during the Cold War period.
	Sputnik affected American foreign and domestic policies and the development of its space technology and sciences.	
		Explain the responses of American educational institutions to the Soviet launching of the first man-made satellite in 1957.
	The foreign policy of the 1960's and 1970's contributed both to detente and the maintenance of the Cold War.	
		Evaluate the importance of the following to the United States and other nations involved: NATO, the Berlin Wall, the Panama Canal, OPEC.
ERA OF DOMESTIC DISSENT AND CHANGE Civil Rights Minorities Watergate Technology	The 1954 Supreme Court decision favoring desegregation in the public schools set off a chain of directly and indirectly related events, legislation and changes in American society.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Explain the inter-relationship of the following (busing, token integration, demonstrations, riots, middle class migration to suburbs) to the attending proliferation of federal programs, agencies, removal of American traditions of social criticism, collective action, use of legislative and judicial channels to reform policies, correct abuses; change in the legal status of ethnic minorities, women and youth.
		Conduct a mock trial based on the facts of a famous legal case dealing with civil rights.
	The Civil Rights Act of 1964 vastly extended the power of the federal government to combat racial discrimination.	
		Explain roles played by groups represented in the Civil Rights Movement by such organizations as CORE, NAACP, National Urban League, Southern Christian Leadership, Black Panthers, etc.
		Describe the provisions of the Civil Rights Act of 1964.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Write a paper on the tactics, strategies, and result of the Civil Rights Movement. Identify prominent leaders in the Movement.
	There are various ways in which organized minorities (e.g., Chicanos, Native Americans, Blacks, women and handicapped) are attempting to correct discrimination and its negative effects.	
		Analyze how a minority group is addressing past inequities by: a) building cohesion and pride within group; b) increasing their relative influence, power in political, economic, social systems; c) and individuals with problems involving health, jobs, housing, credit, etc.
		Discuss ways in which particular ideas, inventions, institutions or individual members of the ethnic group(s) under study have influenced American culture/society (Alaskan culture/society as a whole.
	The American public responded to the volunteer services of the Kennedy Administration (VISTA, Peace Corps) with a renewed feeling of nationalism.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Demonstrate the U.S. feeling of optimism and nationalism in the early 60's through music, art, movies, etc.
	International, social, political, and economic discontent grew as a result of the intensification of the Vietnam War.	
		Outline issues regarding circumstances and consequences of the Gulf of Tonkin Resolution's passage by Congress.
		Discuss factors in the polarization of the American public during the escalation and course of the Vietnam War. Describe the social and psychological consequences of the War upon those who participated directly in the campaign.
	The late 1960's and 1970's brought on an awakening of Americans toward political corruption and abuses of power.	
		Describe the effect the Watergate incident had on the passage of new legislation on fair campaign practices, revelation of illegal surveillance, files, covert activities domestically and abroad by intelligence and security agencies.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
	Technological trends of the last two decades have had an impact on all aspects of American life.	
		Evaluate the importance of technological innovations of the last 30 years (e.g., micro chips, space age technology and other high-tech developments). Suggest the economic reasons for and results of such innovations; suggest possible political consequences of these changes; suggest social alterations caused by these changes; state the effects of these changes on the economy and living styles of people in Alaska.
	Future trends and issues are based on past and recent events.	
		Develop an "admiration ladder" placing the names of people from American history on the ladder. Share with a group discussion of the qualities leading to respect and disrespect.
		Working in groups, create a time line to illustrate the causes of America's involvement in wars. Generalize about the causes of war and study the forces at work in the world today which threaten peace.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner understand that:	The Learner will:
		Respond to the question, "What challenges is the U.S. likely to face in the 21st Century?" by presenting various scenarios on such topics as a) population profile (include present immigration trends in Alaska); b) government and politics; c) national debt; d) economic health of the nation; e) cultural status; f) role/efforts of the media; g) Pacific Rim influence.

SECONDARY SOCIAL STUDIES

ALASKAN STUDIES

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
GEOGRAPHY		
Topography Archipelago Continental shelf Glacier Volcano Glacier Tundra Muskeg Permafrost Moraine Japanese Current Fiord Aurora Borealis	The major physical features and geography of the state of Alaska.	Name and locate on a map of Alaska the six geographic regions. Identify the predominant climate, one main land forms, vegetation and one body of water from each region. Compare Alaska's size and location with that of other states. Evaluate Alaska's strategic location in the air age.
	How important geographic features have influenced settlement and development in Alaska.	Explain the "land bridge" theory. Analyze and describe the important geographic considerations that were involved in determining the route of the Alaska Pipeline. Predict problems that will be encountered in developing the Red Dog Mine due to its location.
	The four climate zones in Alaska and the effect of these climates upon people.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
		Describe the general characteristics of Alaska's four climates: arctic, continental, maritime, and transitional.
		Compare the consequence any two major Alaskan climates have on the lifestyle, vegetation, and development of the respective regions.
		Develop graphs to compare temperature and rainfall between two Alaska cities in different climatic zones.
		Consult elders for information on traditional methods of predicting weather by the winds, red sunsets, moon, dogs, etc.
EARLY HISTORY		
The People and the Land	The origin of Alaska's Native people.	
Aboriginal Culture Nomadic Land bridge Matrilineal Clan		Name and locate each of the major Native groups on a map of Alaska and discuss theories of early migrations to Alaska.
Subsistence Potlatch Yupik Inupiat Siberian Yupik Tlingit	The relationship between the Native people and their environment.	Invite a person who has lived a subsistence life style to share their experiences as they relate to the cycle of the seasons.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
Haida Aleut Athabaskan Inua Totemic		Watch the Northwest Arctic Television video tape, "Snaring"; make a snare and show how it was used. Talk to an elder on the subject of the Alaska Natives' relationship to the land. Demonstrate two historic or modern subsistence food gathering activities and relate the role of women in these activities.
	The social system of each Native group includes the role of the individual and family/community structure.	Read Emily Ivanov Brown's "Roots of Tiseasak" and then develop a family tree. Analyze the roles described in Richard K. Nelson's" Shadow of the Hunter" or in "Ipani" by James K. Wells and determine what role you would have liked to play in early Native society. Orally describe five advantages and five disadvantages of living then and now.
	There is a variety of Alaskan languages and within each language group there are distinct dialects.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
		Debate the advantages and disadvantages of not having a written language.
Religion	The traditional religion of each Native group included spiritual leaders and beliefs.	
		View the Inua slides and discuss the relationship between spiritual beliefs and these art forms.
		Compare traditional religious taboos with modern day taboos.
Art	The art forms of the various native groups as artistic expression.	
		Design an Eskimo mask, an Athabaskan spirit stick, or a Tlingit totem pole. Involve Alaska Native community members in this experience to discuss the attitude and cultural sensitivity which is part of the creation of such art form.
	The relationship between the materials used in art and the geographic location of the native groups.	
		After identifying the natural resources of each of the state's geographic regions, determine what materials might have been used for art.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
	Native art forms had spiritual, historical, cultural and utilitarian value in traditional native society.	Gather pictures of traditional weapons and discuss the relationship between the artison who worked on the tool and the tool itself in terms of a changed attitude toward the object. View some native artifacts. Design, and perhaps create, an art piece following the traditional form/style which represents the spiritual, historical, and cultural values of one of the native cultures. Make a list of utilitarian items which were artistically rendered by Native Alaskans.
Recreation	Recreation was an important part of traditional native style.	Execute one of the traditional activities performed at the Eskimo Olympics (Blanket Toss, One Arm Reach, One Foot High Kick, Stick Pull, Toe Kick, etc.) and describe how these activities reinforced the skills needed in a subsistence life style.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
Education	Education was not formal, rather it was affected through transmission of life style and values by example and oral tradition.	Talk to a village elder about traditional life styles and values. Compare traditional native values and those of modern Western society. (e.g. Respect for age rather than youth; cooperation rather than competition; patience rather than aggression; etc.)
Ceremonial Events	Ceremonial events played a religious, economical and social role.	Have a traditional potlatch in your classroom and invite guests to be part of the celebration.
Medicine	Traditional medicine was practiced by native Alaskans.	Watch the video tape on Della Keats, "Head, Hands and Heart" and compare traditional medicine to that used today.
Transportation	Travel modes were determined by geographic features and the availability of natural resources.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
		Compare traditional methods of transport with those used today after viewing the (U.S. Learn Alaska Programs. Program #9, 10, & 14)
TRANSITIONAL LIFE Colony Trade Monopoly Resources Profit Conservation Competition International rivalry Expansion Promyshlenniki Subjegation Exploration Missionary	The reasons for Russian explorations, the nature and extent of Russian settlement and the reasons for the decline of Russian influence.	Give two reasons why Russia was interested in exploring Alaska and identify some of the early explorers. Trace the voyages of Vitus Bering on a map and report on the information brought back to Russia as a result of his exploration. Locate the first Russian settlements in Alaska and describe life in those communities. Compare Russian's settlement pattern in Alaska with the French in Canada and the British in NE U.S.
	The impact of Russian activities on Native culture.	Evaluate the role and policies of one of the following Russians - Veniamenof, Baranof, Catherine the Great-upon the Natives of Alaska.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
		Describe the effects of Russian trapping activities on the Aleut people.
		Identify at least two lasting effects of Russian settlement on the people and cultures of Alaska.
		Research the impact of the Russian Orthodox Church in the conversion and education of Native Alaskans.
	The impact of Spanish, French, and British contact with Russian America.	
		Make a list of place names which remain from European contact with Alaska.
		Write a report describing the impact of Euro-American contact on the lives of Alaska Natives.
PRETERRITORIAL HISTORY		
	The international forces and relations that led to the sale of Alaska to the U.S.	
Possession Treaty Ratification Stampede Prospector		Describe the perceptions Russian leaders that led them to sell their colony.
		Create a play, poem or story that reflects the transfer ceremony.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
Hard rock mining Placer mining Boom and bust economy Migration Organic Act		Compare the 1911-1967 period of rule by the U.S. with that of the Russians regarding: 1) treatment of natives 2) education 3) law and order 4) economic activity Give the date and the purpose of the First Organic Act and the provisions of the Act concerning Alaska Native Land.
	The importance and consequences of the gold rushes on Alaska's development and Native cultures.	Develop a timeline which includes the Gold Rushes which impacted Alaska 1) Juneau/Treadwell 2) Klondike 3) Nome 4) Fairbanks Compare and contrast the social, political, and economic impact of two of Alaska's "gold rushes" on the local communities impacted. Evaluate the impact Gold Rush had on Native lands and lifestyle.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
TERRITORIAL DAYS Territory State Depression Strategic location Military World War II Aleut Relocation Alaska Territorial Guard Alaska Statehood Committee Indian Reorganization Act 1934 Village (Tribal, Traditional) Council	Important changes that occurred in Alaska between 1912-1959 in politics, economics, and lifestyle.	Develop a short history of territorial Alaska include: 1) Date Alaska become a territory 2) Difference in rights between citizenship of the U.S. and resident of a territory. 3) Three people important to Alaska during Territorial days 4) Accomplishments of territorial government 5) Contributions of women 6) Changing life of Natives Describe the ongoing changes in Alaska's economy during the period of time from 1912, when Alaska became a U.S. territory, up to 1959 when Alaska became a state, including at least one change that occurred as a result of: New Deal, World War I, Depression, World War II.
STATEHOOD Executive Legislature Judiciary	Develop an understanding of Alaska's struggle for statehood.	Debate the arguments in support of and in opposition to statehood.

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TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
Borough City		Learn the state flag song and draw a picture of the state flag and state flower. Explain why Alaska's Constitution is considered a model document.
	Demonstrate knowledge of the powers and functions of federal/state/local government.	Through interviews with local leaders, identify the executive, legislative and judicial branches of local/state government. Attend a village or city council meeting. Write a report on issues discussed and the process through which they were resolved. List the state and federal agencies which impact village life. Describe a local or state law which affects the life of Alaskan youth. List the purposes and characteristics of local government organization - borough, city, REAA, etc. Research women who have been active in Alaskan politics. Write a short essay describing the women's experiences.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
CONTEMPORARY PERIOD Aboriginal rights Cultural values Alaska Federation of Natives Alaska Native Claims Settlement Act Native Regional Corporations Village Corporation Conveyance Land Freeze Forest Service Environmental Impact Statement Alaska National Interest Lands Conservation Act Infrastructure Permanent Fund Resources Natural Human Renewable Non-renewable Man-made Urban/rural Bush caucus Sovereignty Iniut Circumpolar Conference Energy Telecommunication Satellite	The significance of the Alaska Native Claims Settlement Act.	Write a report on traditional and customary Native use of the land and on the cultural value of land to Native Alaskans. Describe the fight for passage of the Alaska Native Claims Settlement Act. include reference to: Two people who were instrumental in passage. One reason for passage. One effect of the passage of this act. One organization involved in the struggle for passage. Describe provisions of the Alaska Native Claims Settlement Act related to: . Traditional relationship with land . The amount of land selected by Alaska's Native people and amount of land claim was relinguished to . The amount of money to be paid to Alaska's Native people. . After born provisions . 1991 . The corporate and individual roles in land ownership for land and resource development.

133

134

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
		. Alaska National Interest Lands Conservation Act . Previous settlements between Federal government and Native American (e.g. The Cree Indians).
	Alaska's natural resource potential and problems and issues related to their development.	
		Give a definition of natural resources and identify Alaska's major natural resources on a map.
		Compare and evaluate at least two arguments in favor of and two opposed to the further development of mining, logging, fishing and oil and natural gas development.
		Using the Alaska Resources Kit: Mineral," trace the history of mining in Alaska. Write a letter to a mining company for information on current mining activities in the state.
		Identify five issues involved in the ecologically sound use of land.
		Identify at least one major federal agency and one state agency involved in the management of Alaska's land.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
	The importance of human resources to Alaska's development.	
		Give at least one positive and one negative change that has occurred as a result of the increase of tourism in Alaska.
		Give a definition of human resources and at least three examples of such resources.
		Evaluate the role of education in maximizing Alaska's human potential.
	Alaska's social, economic, and political connections with other Pacific Rim nations.	
		Identify four of Alaska's primary trading partners and five primary exports.
		Evaluate Alaska present and project Alaska's future role in relation to Pacific Rim nations.
		Establish a Sister School with a Pacific country and communicate with students in that school.
	Alaska's capital infrastructure and it's importance.	
		Draw a map of Alaska showing its major transportation systems air, land, and water.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand:	The Learner will:
		Describe how satellites have made Alaska a leader in the development of a new community system.
	The significance of Alaska petroleum industry to Alaska's wealth, development, and lifestyle.	
		Chart population change and the state revenue picture from 1950 to today.
		Compare revenues generated by oil to those from other resources/industries.
		Carry out a survey and field research to find out impact of oil revenues to local community.
	The importance and impact of technology on Alaska development and lifestyle.	
		Compare ways in which Alaska is similar to and different from Third World developing nations.
		Evaluate the impact of one or more on Alaska development: airplane, satellite, special plant strains, railroad, computer.
		Analyze the impact of modern technology on traditional native lifestyle.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand: Decisions today affect Alaska's future.	The Learner will: Identify two issues of concern to the Inuit Circumpolar Conference members. Analyze the potential impact/use of the following on Alaska future: ANCSA, Permanent fund, Resource taxing policies, Federal land ownership. Compare land ownership patterns in Alaska with other states.

SECONDARY SOCIAL STUDIES

ECONOMICS

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
SCARCITY Scarcity Comparative Advantage Competitive Advantage Absolute Advantage Specialization Depression Inflation	The study of economics is essentially the study of scarcity and the ways that human beings have responded, do respond, or might yet respond to this universal problem.	Describe the conditions of scarcity for a rural and an urban family in Alaska, and an urban and rural family in China by demonstrating the choices these people make. After reading case studies of people in Alaska and other Pacific Rim economics, identify common needs and wants as well as the manner in which they meet these needs via substitution.
	One way of doing things is likely to replace an earlier one when it proves advantageous in comparison with the first or in comparison with other alternatives.	Distinguish among the concepts of comparative, competitive, and absolute advantage.
ECONOMIC ORGANIZATION Traditional economy Command economy	When people divide and specialize labor, each must be able to count on having access to what others produce in order to survive.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
Market economy Capitalism Socialism Communism Subsistence Demand Supply Surplus Price Economic efficiency Macroeconomics Microeconomics		Explain the ways that people gain access to the products of other people's labor by including a) tradition (allocation by social roles, rules, customs); b) command (threat, force or legal authority); c) exchange (trading). Compare and contrast the systems in terms of efficiency, productivity, stability and the role of the consumer. List and explain advantages and disadvantage of specialization.
	Systems of economic organizations are collective responses to the problem of scarcity.	Explain the basic elements of economic organization as they are present in units ranging from the family to international economy. (e.g., specialization, systematic exchange or allocation of products, interdependence of members, etc.)
	Every society has to decide what goods and services to produce, how to produce these goods and services and for whom to produce them.	Explain how Alaska and other Pacific Rim countries answer these three basic questions.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Demonstrate a society's choices of how its production should be specialized by including the effects of a variety of factors (e.g., cultural beliefs and native technology, raw materials, labor, capital available internally; reliability of trade routes and agreements, traditional economic and political alliances and rivalries, etc.).
	There are stages of economic development in a culture.	
		Make a chart identifying countries which are classified as part of First, Second, Third, and Fourth Worlds and state the economic characteristics of each "World."
	There are basic differences in economic systems.	
		Identify characteristics of traditional, common, mixed and market economics and identify the basic economic system which characterize various Pacific Rim countries.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Prepare a bulletin board or some other kind of visual display showing similarities and differences between and among economic systems. Graphically compare factors such as economic growth, production, personal income, prices, standards of living, cost of living, and indicators of personal freedom.
		Compare the buying power of an hour or day's wages of citizens of two contrasting economic systems in terms of consumer goods and services. Also compare indicators of relative availability of goods and services during selected time periods.
	There are various meanings of the term "market".	
		State the distinguishing characteristics and functions of organized markets and give examples of situations appropriate for clarifying the nature, processes or functions of organized markets.
	Demand has to do with buying or the willingness to buy.	
		State the relationship between the quantities demanded of anything and the cost (sacrifices) required to get or do them.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Supply refers to goods that are or would be made available to particular buyers, in the amounts that their producers/sellers are willing to offer ("market") at varying prices.	Locate an article in the newspaper that describes a price change. Determine the cause of the change and how this will affect demand. Participate in a buying-selling game of some commodity. Keep track of the prices and notice that as the game progresses, the price of the commodity gravitates toward equilibrium. Generalize about the interplay of supply and demand.
	The interdependence of choices made on buyer and supplier sides of a market (e.g., of demand and supply) determine market prices in a system of voluntary exchange.	State the overall effect of a change on one segment of the economy as a shift in or a movement along the demand and/or supply curves. Give examples of an economy in equilibrium.
	A surplus exists when less of a good is demanded than supplied at prevailing market price.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		State ways that producer-sellers adjust to surpluses of goods they supply (e.g., lowering prices, cutting back production and/or withholding goods from the market etc.).
	In market economies prices are a major factor in the allocation of resources and the production of goods and services.	
		Compare two lists of items: (1) things people will buy with no regard to price, and (2) things people will not buy if prices sharply increase. Generalize about the items on the lists. How would this information be useful to business people.
	Prices are conditioned by interactions of supply and demand and act as market regulations.	
		Select a product, and conduct a survey in the community to ascertain demand for the product and views regarding the need for more outlets. Map the community and make recommendations about the adequacy of supply in various parts of the community. Use the law of supply and demand to explain the numbers and locations of suppliers.
	Economic efficiency is defined and measured as the ratio of the value of the output to the value of the input.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Explain the relationships between measures of efficiency and measures of choice-makers' opportunity costs.
	Businesses expend capital to provide for or expand the production of goods and services.	
		Using a variety of reference materials, discuss how businesses obtain money (capital) to provide for or expand the production of goods or services.
	The economic organization of modern American society is classified as a modified market economy.	
		Identify examples and factors of modified market economy given descriptions of various economies.
	There are fundamental assumptions or premises and principal tenets or beliefs which distinguish capitalism as a system of social and economic ideology.	
		Investigate and prepare a report on selected aspects of the economic system of the USSR. Consider topics such as agriculture, economic planning, postwar decentralization, prices, housing, education, labor unions, and wages.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
ORGANIZATION OF PRODUCTION		
	There are four basic classes of economic or productive resources--land, labor, capital and time.	
Labor Income Union Closed shop Open shop Strike Boycott Seniority Grievances Collective bargaining Occupation Wages Trade associations Professional associations Injunction Fringe benefit Arbitration Capital	Labor is one of the factors of production and is the main source of income for most households in the U.S.	Classify incentives leading individuals to cooperate in specialized, organized production of a modified market economy (e.g., a) monetary market, psychic incentives; b) by economic role of choice-maker as profits, rents, image, etc.). Inventory the production resources of the various countries of the Pacific Rim. Compare allocation and use of these resources. Survey the occupational characteristics of the community and report the results to the clas by participating in a discussion centered upon a question such as: How will the occupational characteristics discóvered affect future job opportunities? Consult such references as the local employment agency, the Alaska Blue Book, a world almanac, school officials, and the chamber of commerce.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Use library indexes and guides to locate articles about wages and salaries of various occupations.
		Research and report in graphic form the relationships between supply and demand and salary for a list of jobs.
	Labor deals with human capabilities (mental and/or physical) as a distinctive class of productive resources.	
		Write a documented report comparing early labor unions in the United States to those of today. Choose an outstanding labor leader or opponent and include a bibliographical profile in the context of the report.
		Show selected events of labor history on maps and explain the geographic patterns and trends discovered in reading about labor organization.
	Collective bargaining provides certain functions in modern labor markets resolving certain types of issues.	
		Explain the functions of collective bargaining and identify the types of issues resolved through collective bargaining using case studies.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	There are economic principles underlying the use of strikes, or their withdrawals of services by labor.	Discuss the relationships between the use of strikes, etc. by labor to drive up the prices employers are willing to pay for further services and the increased costs passed on to the consumer. Plan and conduct a case study exploration of the meaning of the phrase "labor vote." Include discussions with informed persons in the study and, when possible, in the reporting to other class members.
BUSINESS ORGANIZATION Proprietorship Partnership	Businesses may be grouped or classified in a variety of ways. The production of the economy is carried out through different forms of business and business organization.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
Corporation Cooperative Conglomerate Free enterprise Stocks Bonds Business Industry Commerce Diversification Foreign subsidiaries Merger Marketing Service industries Stockholder		List and describe ten businesses serving your community. Review textbook, encyclopedia, and other references to develop an outline and notes on characteristics of various patterns of business organizations and operations. Use the outline and notes in analyzing and classifying each of the ten businesses on the list by types of ownership, by scope of operations and function, and by other categories found in the readings. Present selected examples to the class for critiques.
License Charter Chain store Liability Inventory Bankcruptcy Bankruptcy	Businesses use savings (stocks, bonds, loans and surpluses) to finance operations, increase productivity and to realize profits.	Locate or create a simulation or gaming activity wherein there is a situation involving a need for capital. Develop roles or scripts to lead participants through a decision-making process: define the need, explore alternatives, gather information to clarify the likely results of each alternative, choose one option, and explain the choice. Identify things to look for in assessing the actual results. Include a "de-briefing" session following the simulation.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Select stock and chart the daily closing prices noticing the "ups" and "downs" of the stock market. Use the financial page of the newspaper as a resource.
		Obtain the latest financial statement of a corporation. Read for the following: How much profit is reported? Can you figure the profit margin? The percent of profit on invested capital? What does the annual report have to say about factors which affected the year's profits (or losses)?
	There are different degrees of risk in preferences, opportunities and choices of consumers, producer-seller and resource suppliers.	
		Given case studies, list the elements of risk in the aspirations of private business.
MONEY		
	There are various ways money is defined.	
Nominal value Real value Demand deposit Check		Identify the various ways that money is conventionally defined (e.g., by functions, as medium of exchange, unit of account, unit of contract, by components of money supply, etc.).

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Identify modern monetary units and the currency that represents them.
	An economic community's money supply is affected by the willingness of private parties (households, banks, businesses) to continue, increase or curtail spending and investing.	
		Distinguish between the nominal (face) value and the real or market value (purchasing power) of currency or checks.
		State the standards to which nominal values of currency have been fixed.
COMMERCIAL BANKING Commercial banks Financial institution Federal reserve system FDIC Interest rate Monetary policy Legal reserve requirement Clearinghouse Discounting Legal tender Demand deposit Savings	There are characteristics or operations distinguishing the major types of commercial banks.	
		Participate with others in designing and conducting a survey of credit and financial institutions in the area. Organize the results into a chart format. Display and explain it briefly for other class members.
		Explain how our economy would be affected if all banks were required to maintain 100% reserve for demand deposits.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Investigate and make charts, a bulletin board, or other visual displays representing clearing house procedures used for local checks, out-of-town checks, and checks for another country. Trace one check through the steps for other class members.
		Examine newspapers and other sources having current information about interest rates charged and paid on various kinds of accounts, investments or loans. Formulate a set of questions that need to be answered to understand these references.
ECONOMIC POWERS OF GOVERNMENT		
Federal Reserve System Notes Monetary policy Taxes Sales Income License Payroll Corporate Property Excise Estate Import/export Government Services Subsidized Price controls	The U.S. Constitutions and modern law grants the federal government certain economic powers.	Identify examples of government economic power and responsibility in the U.S. at the national, state and local levels. Use an encyclopedia, the textbook, and other available references to write a documented paragraph on items selected from a list including: the Federal Reserve System, easy money policy, tight money policy. Point out on a map of the United States the boundaries of the Federal Reserve districts and the cities in which these banks are located.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
Regulatory agencies Expenditures Revenue National debt Fiscal policy Civil Service Transfer payments	The taxing and spending powers of the government affect the level of activity. In our society the government serves as a regulator, employer, consumer, and producer.	Develop a pie chart showing how tax revenues are spent in your community. Compare selected items of the community's budget several years ago with the same items today. Contribute to class discussion about goods and services consumed by government. Study a tax table and compare the tax to be paid for each different income level. Identify the major types of taxes and the rationale/philosophy which distinguishes each.
	Government regulation of the private sector has been the result of, and has resulted in conflict between business and government.	Plan interview of owners and managers of local businesses on topics such as: licenses and fees, permits or taxes required by government at the various levels (local, state, federal).

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		State reasons for a given conflict, given a research assignment and a variety of reference materials (government control of safety standards on autos, labor disputes, credit regulations, etc.).
TRADE		
	Trade is a vital part of a nation's economy.	
Balance of trade Exchange rate Tariff Quota Import Free trade Protectionism		Do a comparative chart depicting the U.S. imports and exports with Pacific Rim countries. Locate goods which are produced in foreign countries which you use for which your community trade a good or resource. Sketch a map to show the trade interrelationships. Prepare and participate in a debate on one of the following: 1. Resolved: That foreign trade stimulates world economy. 2. Resolved: That "Buying American" goods only builds America.
	International trade is a reciprocal process by which we contribute to the satisfaction of economic needs of other nations and by which they contribute to our needs.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Map exports of Alaska showing major routes and work market regions for selected items. Do the same for Alaska imports. Share the maps with other class members and write a report describing the economic impacts of international trade upon Alaska residents.
	International trade requires a method of exchange of payment for trade balances.	Study a collection of illustrations for magazines, government, brochures, and other printed materials concerning payments between nations. Organize a display including captions or brief capsule descriptions.
		Make a chart showing changes in the balance of trade of goods and services for the United States since World War II.
		Dramatize and present to the class economic interpretations of selected global events in history or contemporary affairs. Events to choose from are abundant and may span events from colonization of North America to OPEC. Stress the impact on international trade.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
CONSUMER AWARENESS		
	Many types of economic choices face consumers.	
Consumer Warranty Credit Interest Collection agencies Impulse buying Advertising Subliminal		Identify the various economic choices facing consumers (e.g., purchases of goods, services, management of institutional, family or personal income saving and spending, etc.) and identify an optimum choice for a consumer having a given set of preferences, constraints and opportunities. Try some consumer awareness activities such as comparison shopping, product evaluation consumer terms quiz from labels, etc.
	There are factors generally influencing consumer preference.	List the five latest purchases you have made and identify factors that influenced your choice of the item or service. Compile the lists made by all class members and develop a classification system. Compare with lists of influences from a textbook. Make a collection of ads and identify ways each attempts to affect choice-making. Analyze relationships and classify the ads by propaganda types.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	There are provisions which are stated in a warranty or guarantee.	Analyze recent purchases in terms of warranty protection or guarantee (e.g., period of protection, extent of coverage, exceptions and conditions, responsibility of repair or replacement, protection offered).
	There are ways to insure protection against fraudulent practices.	Arrange for a field trip and on-site interviews or invite guest speakers from a local credit bureau, bank and/or consumer agency to explain credit buying and selling for the class. Identify fraudulent practices in case studies and apply ways to insure protection (e.g., identifying deceptive practices, using safeguards when buying, knowing how to complain or seek another recourse).
	There are advantages and disadvantages of different types of loans or credit plans for particular types of purchases and borrower-buyers.	State the advantages and disadvantages of different types of loans or credit plans.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Laws regulate consumer credit, market transactions, instruments, or information systems.	
		Explain the laws regulating consumer credit markets.
	There are procedures and agencies involved in the collection of consumer debts, enforcement of credit contracts, etc.	
		Identify ways that businesses and agencies use in the enforcement of credit contracts and compare these with one's rights and responsibilities in the borrowing and use of credit.
	Aids for consumer protection exist.	
		Research consumer protection agencies (Alaska Consumer Protection Agency, U.S. Food and Drug Administration, Federal Trade Commission) and evaluate the effectiveness of their policies and regulations in protecting those who consume specified goods and services.
		Read and discuss selected consumer guide publications and feature articles. Develop and use a decision-making strategy recommended for use by consumers. Record and label the steps.

SECONDARY SOCIAL STUDIES

POLITICAL SCIENCE

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
THE PROCESS OF GOVERNMENT		
Law Services Power Authority Institution Constitution Policy	Government, as a process, is the formalized way by which humans resolve their conflicts in a way that is non-violent and efficient.	Identify governments that have been created as a result of political needs.
	A constitution establishes the structural framework within which political conflict may be resolved and often establishes citizen rights in relation to government.	Cite European contributions to the political theories expressed in the U.S. Constitution, given an understanding of the political thought of the Enlightenment. State defensible reasons why the framers of the Constitution made it difficult to amend. Distinguish between "formal" (Constitutional) actions of government and those permitted by "implied" powers of the Constitution. Support or disprove the contention that "the Constitution is what the Supreme Court says", citing relevant Supreme Court decisions as well as other sources.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Read the Constitution of the State of Alaska. Analyze and graphically display the structural framework of the government.
	Political institutions are a formal organization that functions to produce a way to resolve conflict and enforce decisions.	
		Observe a School Board, Village Council Assembly meeting. Orally report on the issues discussed and the resolution of problems addressed.
		Write a paper on the checks and balances formalized in the U.S. government structure.
	The U.S. Constitution and the Bill of Rights represent an attempt to guarantee the rights and liberties of U.S. citizens.	
		Choose, from a general list of the rights of American citizens, those which are guaranteed in the Constitution and its amendments.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Define these terms: freedom of speech (religion, press, assembly, association), citizen, due process of law, statutory law, civil law, criminal law, felony, misdemeanor, age of majority, status offenses, ex post facto laws, writ of habeus corpus, search warrant, search and seizure, assault and battery, contract, probation, and discrimination, and "innocent until proven guilty."
	A political process is the method by which various individuals in groups arrive at accommodation of needs and desires.	Describe how political institutions function to resolve conflict and accommodate the needs of individuals in that conflict.
		Integrate the ideas of resource allocation and budgets.
		Evaluate how political candidates who are elected influence the processes of government.
	Policies are the outcome of the conflict/ resolution process and are often related to the amount of power that the participant has.	Evaluate the success of a political party and/or interest group in achieving its goals.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Discuss the role of the bureaucracy in the conflict/resolution and policy implementation process.
		Differentiate between foreign and domestic policy.
TYPES OF GOVERNMENT		
Democracy Autocracy Communism	Governments differ in terms of leadership, the participation rights of citizens, and the organization, functioning, and performance of government bodies.	
		Compare and contrast different governmental forms such as Tribal Council, School Board, City Council, Student Council, State government.
	Participation is the degree to which an individual takes part in the governmental process.	
		Identify organizations in which a person makes decisions, part of the group makes the decisions, and the entire group makes the decisions.
	A democracy is a type of government in which there is a high level of participation in the decision making process by citizens; groups and organizations compete to get their policies into law; there is an emphasis on civil liberties and civil rights; and the leadership is chosen by some form of mass participation.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Demonstrate an understanding of pluralism by developing pro and con arguments on an issue by interview, analyzation of written articles, and/or by evaluating a meeting.
		Simulate a mock trial on civil liberties and/or civil rights issue.
		Identify democratic and undemocratic practices from descriptions of the governmental practices of widely differing societies.
		Debate rights and responsibilities of citizenship such as the obligation to vote, right to bear arms, the justification for self defense, and women's obligation to defend their country.
	In a democracy political and legal sovereignty is divided; political sovereignty is held by the people and legal sovereignty is held by the elected officials.	
		Differentiate between legal and political sovereignty.
	In an autocracy, sovereignty is concentrated in one or a few people.	
		Read and analyze Winnie the Pooh and/or Animal Farm and illustrate the power structure depicted in these books.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Communism is a non pluristic form of government in which emphasis is given to human cooperation and equitable distribution of economic resources.	Simulate a commune and how it operates to equally distribute economic resources without engaging in conflict.
		Demonstrate an understanding of a communistic form of government by researching communist systems.
	From a legal perspective, governments can organize as a federal, confederal, or unitary system.	Chart various governments; label them as federal, confederal or unitary systems and define these terms.
		Cite reasons for shared and enumerated powers, given an understanding of the federal system outlined in the U.S. Constitution.
	There are differences in the ideological goals of a nation and its actual mode of practice.	Given a list of governments, political systems, and philosophies (e.g., monarchy, enarchy, dictatorship, socialism, democracy, capitalism, communism), identify several factors in each which set it apart from the others.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
LEVELS OF GOVERNMENT National State Local City Borough	Government takes place at all levels of society from the family to an international level. Different levels of government have different functions.	Distinguish between private and public organizations.
	Within private organizations such as families, groups, clubs, churches, and businesses, structures exist in order to facilitate a decision making process.	Identify the decision making process within four private organizations.
	To facilitate efficiency and citizen involvement, state and local units of government are usually established in countries.	Identify functions of state and local government in Alaska and ways in which individuals can participate at each level. (Analyzing listings of governmental antities in a phone book may help in this activity.) Research local and state budgets identifying sources of revenue at each level of government in pie chart form.
	National governments have certain functions that benefit the nation as a whole.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Identify functions of national government. Distinguish between those that are domestic policy and those functions that are foreign policy.
	There is an inter-relationship among various levels of government which consists of a sharing of functions, dissemination of funds, and regulation from one level to another.	
		Find how your community receives federal and/or state funds. Analyze the influence these monies wield with the "strings" attached.
		Identify methods, other than personal income tax, to support the functions of the national government.
	International governments are loose unit organizations that usually have an economic or security function.	
		Evaluate the effectiveness of historic and contemporary international governmental organizations: a) state reasons for and major participants in each; b) compare and contrast them in terms of how well they achieve c) the goals for which they were founded.
		Participate in a mock United Nations.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Organize a mock international organization with goals functions one which is economic and one which is security oriented.
THE ORIGIN AND NATURE OF POLITICS Values Conflict Compromise Politics	People have needs and desires that are determined by their value system.	Develop a personal priority list of needs and wants.
	Value systems may be determined by culture and environment.	Given a cultural case study of an Asian Pacific country, attempt to determine the similarities and differences in a values priority list developed by an Asian teenager with one of an American teen.
	Different value systems may cause conflict.	Describe how different cultures and forms of socialization can lead to conflict.
	Compromise is human interaction to resolve conflict that arises out of conflicting values and needs.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Simulate a situation that begins with conflict, then a process of negotiation, that results in a policy.
		Demonstrate how power is used in determining outcome of conflict.
	Politics is the way humans resolve conflicts in order to arrive at a common course of action. It is a natural product of human differences.	
		Simulate an exercise where negotiations break down and result in violent resolution (war) or conflict leading to an imposed peaceful solution.
		Analyze a political situation in a family, group, the state or an international situation.
POLITICAL PARTIES	There are roles and functions of political parties in the American political process.	
Democrat Republican Libertarian Precinet Platform Nomination		Distinguish between government and political party activities in a description of a political election.
		Attend a political party precinct meeting and report orally on your impressions.
203	The two major parties in the U.S. include representations of almost all groups within the society.	204

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Suggest reasons why two parties have dominated American politics.
		Outline the major differences between the Republican Democratic parties after studying their platforms.
	There are various responsibilities and duties of parties in the election process.	Outline the process of nominating and electing a president. Cite the responsibilities and duties of the parties in the process.
	There are roles that third forces and third parties have played in the American political system.	Evaluate the influence of third or minor parties in American political history.
		Research the philosophy of the Libertarian party and its impact on Alaskan politics.
POLITICAL PROCESSES Electoral College	There are political concepts which have developed through a process of human interaction in real political cultures.	Identify, from a description of political activity, examples of the special vocabulary of politics (e.g., "horsetrading", "caucus", "gerrymander", "filibuster", etc.).

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	There are characteristics distinguishing political processes from other decision-making processes.	Present well-reasoned arguments to prove or disprove the statement that "politics is the art of persuasion and compromise".
		State the role of compromise in the passage of the Alaska Native Land Claims Settlement Act. Identify the principals and interests involved and the resolution of the land ownership questions.
	There are factors which may influence an individual's or group's voting behavior.	Research reasons for political apathy and low voter turnout, given information on various political elections and on percentages of registered voters failing to vote.
CITIZEN INVOLVEMENT	There are various ways citizens can become informed and affect the solution of issues of public concern.	Indicate which are legal responsibilities from a list of generally agreed-upon responsibilities of citizenship.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		List ways citizens can inform themselves about the issue; suggest means a citizen can use to initiate action on the issue; suggest means a citizens can use to influence the actions of others.
		State, given a list of prominent pressure groups (lobbies) and a place of legislation pending before Congress or a state legislature, which groups have an interest in the proposed legislation and how these interests might conflict.
	There are factors which may affect the degree of pressure an individual is able to exert on political decision making.	
		Evaluate the effectiveness of a variety of techniques citizens might use to influence political decision makers on an issue of public concern.
	There are various ways in which pressure groups influence legislative decisions, the actions of administrative and regulatory agencies as well as public opinion.	
		Distinguish among legal, ethical, and practical techniques, given descriptions of lobbying techniques.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Present well-reasoned arguments for and against the statement that lobbyists and interest groups are positive features of the American political system.

SECONDARY SOCIAL STUDIES

PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
THE SCIENCE OF PSYCHOLOGY		
Psychology Data Explanation Prediction Replication Inference Statistics Control	Psychology is the science of mind and behavior.	Develop a definition of psychology.
	Science evidence is comprised of data.	Brainstorm possible sources of data in psychology and state how they could serve as evidence.
	Explanation in psychology as a science refers to the analysis of the stimulus conditions which determine particular behaviors.	Contrive a variety of stimuli that could elicit certain behaviors in human being.
	Prediction in psychology refers to precisely stated hypotheses of conditions determining behavior.	Predict what human beings will do given a variety of hypothetical situations and cite reasons for his/her opinion.
	In psychology, the control is knowing the necessary and sufficient conditions under which behavior occurs.	Explain what the control group is, given several research activities.
	Knowledge of psychology has helped improve the quality of life.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Report on contributions the field of psychology has made to the improvement of our lives.
	There are several central issues and controversies in the field of psychology.	
		Participate in a debate dramatizing how some psychologists emphasize the inborn, innate causes of behavior, and others the environmentally determined causes. (Nature vs. Nurture; Nativism vs. Empiricism; and Heredity vs. Environment.)
		Contrast how some psychologists stress a strict empirical analysis of behavior, while others emphasize internal subjective experience.
	Psychology seeks universal laws of behavior and also recognizes the uniqueness of individual persons.	
		Develop a position paper describing how individuals can be unique and yet are subject to universal laws of behavior.
	There is a history of psychological movements/ trends which can be studied.	
		Write a report on the contributions of Freud, Erickson, Bruner, Adler, Skinner and others.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	There are basic methods of psychology as a science (replication, and the basic principles and techniques of descriptive and inferential statistics.)	Use statistical tables, graphs, charts, and observations to draw inferences, interpret relationships, identify variables and select appropriate forms.
	There is a vocabulary vital to the field of psychology.	Use psychological terms appropriate in context. Identify psychological terms commonly used by the general public.
	There are a variety of careers in the field of psychology, including therapist, psychologist, child psychologist, etc.	Prepare a report on the education and training required of a variety of careers in psychology including detail about where further training is available.
	Basic behavioral predispositions are genetically based and interact with the environment in complex and yet unknown ways.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		List basic genetic predispositions of human beings at a given period of life.
		Detail in a written report the basic anatomy and psychology of the nervous system, and relate how it affects behavior.
	The brain is a major part of the total integration of the body with its environment.	
		Illustrate how the brain functions to interact with the environment outside of it.
BASIC PSYCHOLOGICAL PROCESSES	There are three basic storage models of memory: sensory, short term, and long term.	
Conditioning Learning Memory		Use examples to demonstrate the use of sensory, short term and long term memory.
Cognition Intelligence Language Perception	Information is processed through a basic input (stimulus) - output (response) model.	
Emotion Stimulus-Response Skinner Psycholinguistics		Illustrate how the lack of a particular sense causes information to be processed differently by some people.
Motivation Stress	The study of cognition is the study of thinking behavior.	

220

221

SECONDARY SOCIAL STUDIES
PSYCHOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Review psychological theories which view humans as rule-governed organisms.
	Intelligence refers to the description of assumed general mental or learning ability.	
		Survey a series of intelligence tests and determine how they measure intelligence.
	There two basic theories of language: Skinnerian Associationism and Psycholinguistics.	
		Prepare a report detailing the main tenets of Psycholinguistics or Skinnerian Associationism and tell what relevance each has.
	Language is composed of two basic components, structure and meaning.	
		Use a foreign language and demonstrate structure apart from meaning.
	There is a relationship between language and thinking.	
		Write a stream-of-consciousness fast write.
	There is a difference between cognitive theorists (emphasis on internal thought processes) and learning theorists (emphasis on overt behavior).	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	There are emerging new areas of perception.	Prepare a report on one or more of the following: extra sensory perception, split brain phenomena, the bicameral mind, hypnosis, psychedelic experiences, meditational states or biofeedback.
	Motivation is a hypothetical construct used to explain behavior.	Using characters from literature, T.V. or films, discuss what motivated their personality.
	Biological, social and cognitive motives operate in complex interactions to determine behavior.	Prepare a complex analysis of an action including cognitive, biological and social motivations.
	Emotion is an affective state which motivates behavior.	Cite examples where feelings caused him/her to act in a certain way.
	Stress can have both positive and negative effects on behavior.	Give examples of how stress can be positive as well as negative in a person's life.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Give an example from personal experience where coping strategies were necessary.
		Demonstrate examples of personal decision-making skills and problem solving techniques in his/her daily life.
PERSONALITY THEORY		
Psychoanalysis Behaviorism Humanism Ecological approach Case studies Projective tests	The study of personality involves models of "within the person" dispositional variables.	Describe a variety of facts within one person's personality.
	The main models of Personality Theory include: Psychoanalytic, Behavioristic, Humanistic, Ecological, and Eastern and Oriental models.	Prepare an indepth report on one of the models of personality theory and participate in a panel discussion of a variety of models.
	There are basic types of personality assessment: interviews, case studies, paper and pencil tests, and projective tests.	Conduct several types of assessment using peers or other students and compare the type of information gained by the assessment.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
HUMAN DEVELOPMENT Maturation Stages Socialization	Development is a continuing process of maturational and environmental interaction.	Interview an older person about his/her life, describing ways they developed.
	Development is a continuing additive function of establishing habits and a discontinuous process of discrete stages.	Highlight various stages in his/her individual life.
	There are stages of development.	Create a timeline describing psychological, emotional, social and cognitive characteristics for infancy, toddler, preschool, middle childhood, adolescence, adulthood and senescence.
	Love, and early and late attachment behaviors are vital to social, emotional and cognitive growth.	Tell how love is important to the healthy growth of the individual.
	Socialization is the process by which a child acquires behaviors, beliefs, standards and motives that are appropriate to his culture and family.	Use examples from literature which illustrate how a child was socialized into a particular culture.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
DEVIANCE		
Situational variables Intervention	In human behavior there is a range from normal to deviancy.	Explain how certain behavior acceptable in the U.S. may be considered deviant in an Asian culture.
	One tends to attribute deviancy in others to dispositional variables, and deviancy in oneself to situational variables.	Recall instances where he/her acted deviantly and "blamed it" on situational variables. Re-analyze the incidents from another perspective.
	There is a variety of models for analysis and intervention of deviant behavior.	Report on intervention strategies used for deviant behavior.
GROUP BEHAVIOR		
Adaptation Person perception Ecosystem	The human species have similarities and differences in adaptation to the environment.	Dramatize scenarios where individuals from a variety of climates and environments visit Alaska.
	Social behavior is most typically based on "person perception" rather than objective reality.	Use situations from history to show how people's perceptions caused them to act in a certain way, apart from any objective reality.

SECONDARY SOCIAL STUDIES

SOCIOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
THE SCIENCE OF SOCIOLOGY		
Sociology Science Sociologist Primary and Secondary Source Behavior	Sociology is the scientific study of human society.	Develop a definition of sociology after reading an account of the development of sociology.
	Sociology is a field of study which has a history.	Write a short paper on the contributions of Comte, Spencer, Durkheim, Marx, Weber. Develop short biographical sketches of prominent sociologists identifying the kinds of activities sociologists are pursuing. (Cooley, Erikson Behaviorists, Merton, and Mills)
	Sociology employs the scientific method to analyze the behavior of human beings in group situations.	Formulate a research project, stating the hypothesis and outlining the steps one goes through in testing it. Discuss the ethical problems of sociological research. Tabulate the number of times research is cited in T.V. advertising. Appraise these reports in terms of whether the research method used is scientific.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Sociological information is obtained from a variety of sources including personal observation, printed materials, conventional research materials, audio-visual materials, maps and graphs, lists and experiments.	Differentiate between primary and secondary information sources. Name two ways a community might utilize the assistance of sociology.
SOCIALIZATION Socialization Personality Inherited Social interaction Institutions	Socialization is a process by which the individual becomes a functioning member of society.	List the character building influences and organizations in a community in order of their importance in contributing to one's personal development. Read a life of Thomas Edison and report on it. Bring out the factors of his heredity and environment which contributed to his success.
	Personality is formed through the process of socialization utilizing the combination of inherited characteristics and environmental influences.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		List his/her own personality traits and those of others. Look for patterns which illustrate the importance of social factors in influencing personality.
		Demonstrate an ability to identify his/her values and how they relate to occupational choices and lifestyles.
	Social interaction is the basis of social life and involves cooperation, conflict, and accommodation.	Do a socio-drama illustrating the role of family, the peer group and the school in socializing the individual.
	Each society develops institutions to aid the socialization of its members.	Compare and contrast education as an agent of socialization in the U.S. and the Soviet Union.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
CULTURE		
	All humans have certain needs. Culture determines the way those needs are met.	
Culture Subculture Counter culture Ethnocentricity Cultural relativism		List the five basic institutions and their presentations in several different societies.
	Elements of culture include language, social structure, social customs, economic system, religion, education, socialization, mores, norms, behavior patterns, aesthetic art and a hierarchy of authority.	
		Select a definition of culture.
	Each society has a culture distinct from any other although specific components of a given culture may also be found in different cultures.	
		Identify the cultural traits of a Native Alaskan group.
		Make a list of cultural traits which identify the American culture.
		Describe and illustrate how cultural diversity may be found not only between societies but within societies, in the form of subcultures and counter cultures.
		Use stories, poems, music, and factual materials to identify similarities and differences in various cultures.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Ethnocentrism is a problem in the scientific study of culture.	Have a panel discuss how much insight into the social organizations of other nations is likely to be gained by the American tourist abroad. Address cultural relativism in the discussion.
	A society's whole system of institutions including the artifacts it produces, constitutes its culture.	Write a paper discussing how anthropological studies have brought understanding of many of the important processes governing cultural development. Create an art project in the style of a culture other than contemporary American.
	Geographic environment influences cultural patterns.	Discuss the effect of isolation on the cultural diversity of a people. (For ex., the Toda tribe in India) Develop a TV or radio news broadcast (written script, simulated newscast presentation, or tape recording) reporting events which illustrate cultural similarities and differences between a Pacific Rim society and contemporary American society.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Culture changes as people put together ideas in new ways, encounter the ideas of other cultures, and generate new ideas to respond to problems.	Identify an example of cultural change resulting from a new idea. Describe the relationship between population change and cultural changes. List three great inventions, the series of changes produced by each, and the importance of these inventions in speeding cultural change.
	Culture shock results when one has to live in a new culture that is extremely different from one's own culture.	Through a panel discussion examine incidents of cultural shock encountered when native villagers move into a community that is primarily contemporary American culturally and when an urban resident moves into a village. Play "Ba Fa" "Ba Fa" (A simulation which illustrates cultural shock when two very different cultures that do not share an interdistinguishable language, exchange visitors.)

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
GROUPS **Group** **Aggregate** **Class** **Interaction** **Conformity** **Folkways** **Mores** **Norm**	Human survival depends on living in groups.	Examine the difficulties faced by early man in his struggle for survival and the extent to which social groups were important.
	People learn human behavior characteristics through group interaction. Since human beings are gregarious creatures, any understanding of humans must include an understanding of human groups.	Conduct a class survey. Have students name the different groups with which they identify. Develop classifications for these groups. Observe the activities of spectators at a school athletic event.
	The quality of human existence is dependent on the degree of intergroup cooperation.	Analyze the social structure at your school to determine if there are "in" group and "out" groups.
	Participation in a group activity may help to meet individual needs.	Participate in a panel discussion on the advantages and disadvantages of "going along with the crowd" illustrating the principle of conformity.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Groups exercise social control over the activities of their members through a system of folkways and mores.	
		List activities which are forbidden and if undertaken could result in legal action or sanctions. Then list activities which are forbidden and if undertaken would result in mild disapproval only.
		Identify a mass movement in the U.S. and research the movement.
	Collective behavior (frequently) permits individual deviation from societal norms.	
		Have a representative of the local police department address problems involved in handling large groups of people or "mob" situations.
MINORITIES Minority Race Ethnicity Gender Segregation Integration Discrimination	There are important similarities as well as wide differences in physical characteristics between individuals of different races.	
		Prepare a bulletin board display consisting of pictures of outstanding American citizens who are members of minority groups.
	When discussing minorities, the concept of ethnicity should be explored.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Report on various ethnic group revitalization movements in the past 25 years.
	Court rulings have changed the idea of segregation.	Participate on a panel discussing the pros and cons of "Assimilation and Amalgamation as Possible Steps Toward Solving Minority Problems."
	Gender has been a basis for discrimination in our society.	Research the social, economic, and political changes in the status of American women which have occurred in this century.
		Contact the Alaska Women's Commission and the Human Rights Commission for data on the status of Alaskan women. Analyze and report on the data.
FAMILY Family Nuclear Extended	Structure and functions of families vary among different cultures and over time.	Analyze the roles and relationship of one's own family members, family names, customs and traditions.
		Identify changes in the American family since colonial times.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Using cartoons and magazine advertisements, develop a bulletin board portraying the stages of family life (childhood, adolescence, courtship, marriage, parenthood, grandparenting widow(er)hood).
	Child abuse, incest, and family violence are forms of social disorganization within the contemporary American family.	
		Do a simulation game, "Generation Gap" in which the roles of individuals are profiled and illustrate conflict and compromise in family interaction.
		Participate in a Socio-drama of an international convention of teens who have come together to discuss their respective family systems.
SOCIAL STRATIFICATION Stratification Classes Social mobility	Societies are composed of social classes which are defined by their economic, political and social power and their prestige within the society.	
		Use readings from national magazines to illustrate the gap between the rich and poor and the impact of social class in the areas of life chances and style of life.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Social Stratification is based on the unequal distribution of property, power, and prestige.	Distinguish between open and closed of stratification. Illustrate by looking at stratification systems in other countries.
	Differentiation of social roles is based on sex, age, kinship and occupation.	The student will identify job trends in the local community in the last thirty years. The student will exhibit knowledge of various lifestyles represented within the community.
	Patterns reflect the degree of social mobility and stratification in a given locality.	Prepare a list of occupations. Rank occupation according to social status and compare rankings. Discuss conclusions which are suggested by the results of comparison. Use clippings from newspapers and magazines and make a bulletin board depicting vertical mobility in present day U.S.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Interview at least three parents of younger children to learn what they hope their children will achieve in life. Explain how findings relate to social mobility.
RELIGION Religion Supernatural Cult Sect Magic	Religion is a system of beliefs and practices.	Make a listing of the religious institutions in your community. Explain three concepts of the supernatural. In a three page paper, contrast and compare religion with magic, society, marriage, and other institutions.
SOCIAL INSTITUTIONS Institution Social Political Economic Family Religious Principle	All societies have institutions defined by their cultural traditions and priorities. Institutions regulate social relationships and interactions (Policy making, scheduling, role expectation, rewards, sanctions, restraints.)	List the 5 basic institutions and basic needs of all societies that they meet. Discuss the effect Western technology has had on the institution of education.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
	Principles of American institutions include dignity of individual, democratic process, rule of law, equality, and justice.	Illustrate contraditions between American democratic principles and practices. Read Ruth Benedict's "Patterns of Culture" and have a panel discussion dealing with usefulness of the comparative method in understanding the development of man's social institutions.
SOCIAL CHANGE Change	All human societies are constantly in a state of change.	Prepare a bulletin board depicting social changes. Predict what you think American society will be like in the year 2050.
	Certain factors have contributed to the development and decline of particular civilizations (Technological, external invasion, internal instability, population pressure, resulting social conditions, etc.)	Discuss reasons for immigration and identify ethnic groups which have most recently immigrated to Alaska.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Research the results of the Russian colonization of Alaska on the Aleuts and Tlingit indians.
	Factors contribute to change/exchange in the shared values (consensus) or norms of a modern society (mass media, advertising, economic change, technological change, crises, education, etc.	
		Choose an invention from the Industrial Revolution; trace its origin and development and impact on society.
	Social change is relative to time, place and circumstance.	
		Discuss four points which should be considered when preparing for the future.
SOCIAL PROBLEMS		
Sanctions Deviance Integration	Social problems arise from alternative perspectives within a society.	
		Discuss the relative health of a loosely integrated society and its ability to absorb social change.
	Every society contains aspects of social disorganization or social deviance.	
		Explain which categories of deviant behavior society considers most dangerous.

259

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will understand that:	The Learner will:
		Consider deviance as a social contruct by comparing behavior which is acceptable in one culture/society and unacceptable in another.
	Social control is exerted in a number of ways.	
		Select a definition of internalization.
		Distinguish between positive and negative, formal and informal sanctions.

SECONDARY SOCIAL STUDIES

ANTHROPOLOGY

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
THE SCIENCE OF ANTHROPOLOGY Anthropology Archeology Ethnology Ethnography Carbon 14 Geology Paleontology Excavation or dig Site Artifact	Anthropology is the scientific study of man's origins and nature.	Define anthropology and differentiate between physical and cultural anthropology. Write a paper which distinguishes between classical and prehistoric archeology, ethnology, and ethnography. Document some of the importance milestones in the development of anthropology into a science.
	Anthropology as a discipline is more than 100 years old.	Describe the work of Sahagun and Lafetau. Recall why Taylor, Morgan and Frazer are called the "founding fathers" of modern cultural anthropology.
	A variety of procedures, tools, and methods may be applied in the study of early man.	Compare the carbon 14, uranium, fluorine and potassium argon methods of dating. Analyze the strengths and weaknesses of each.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Read James Michner's book, "The Source", and write a report on what you learned about dig procedures, tools, and methods. Visit local sites/or view local artifacts which have been identified as representative of the community's past.
	Anthropology is related to other sciences including zoology, physiology, sociology, psychology, etc.	Demonstrate comprehension of anthropology as a science related to other sciences.
	Anthropology has practical application.	Have a panel discuss how the study of anthropology may contribute to better understanding among peoples of the world.
PHYSICAL ANTHROPOLOGY Spontaneous generation Genus Species Anthropoid Homo sapiens Genotype Polytypic Primate Fossil	Geological chronological periods in the history of the earth have been determined.	Prepare a terrarium using different materials to create strata representative of the six geologic eras. Make the strata proportionate to the chronological time represented.. Identify the dominant form of life during each of the geologic eras.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
Era Epoch Period	There are three main theories of the origin of life.	Identify the three theories which have been used to explain the origins of life. Write a news report announcing: . Lamarch's theory of evolution . Darwin's theory of natural selection . S. Miller's experiment and its relationship to theories on the origin of life.
	Living organisms are divided into two major divisions - plants and animals.	Develop a list of differences between plants and animals.
	Mendel's Laws of Inheritance were a significant breakthrough in understanding biological inheritance.	Draw a diagram illustrating how some personal physical characteristics were inherited from parents. Use Mendel's laws to document the recessive and dominant traits.
	Humans can be distinguished from other primates.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Find and compare illustrations/pictures of the embroyological development of fish, rabbit and man. Orally report on your observations and conclusions.
		Itemize a listing of the characteristics which distinguish mammals from other animals.
	Man's immediate ancestry can be found in the Cenozoic era.	
		Relate the epochs of the Cenozoic era to stages in primate evolution.
		Develop a chart which shows the progressive traits/characteristics of hominoids development from the Oligocene epoch through the Holocene epoch.
	Climatic conditions had an impact on the development of man.	
		Indicate on a world map the extent of glacial coverage during the Pleistocene epoch and speculate on its impact on life forms.
	Homo sapiens is known in a number of varieties.	

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Prepare arguments to defend the statement, "It would be wrong to consider chronological progression an accurate representation of human evolutionary development."
		Describe the fossil sequence extending upward in the Olduvai Gorge and the controversy surrounding the interpretation of the Olduvai fossils.
	Homo sapiens was geographically distributed.	On a world map, identify the location of the Neanderthal, Swanscombe, Cro Magnon and other modern Homo sapiens.
		Research some of the archeological works done in Alaska and explain the Bering Land Bridge migration theory.
	There are problems in classifying humans.	Explain some of the difficulty involved in classifying all individuals as members of the Caucasoid, Mongoloid, or Negroid race.
		Identify factors in the natural environment which may affect physical characteristics of people over a long period of time.

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	The Learner will:	The Learner will:
CULTURAL ANTHROPOLOGY Culture Acculturation Ethnocentrism Paleolithic Mesolithic Preclassic Pre-Columbian Postclassic Lineage Clan Matrilineal Religion Magic Supernatural Pictography Linguistics	The geologic time scale may be used to correspond with the time frame of man's cultural development.	Develop a chart which shows recent geologic epochs, the Stone Ages and the tool use associated with each (include material from which tool was made).
	Old World cultural prehistory is associated with specific geographic areas.	Identify on a map the areas associated with the birth of Western civilization.
	The evolution of man as a user and maker of tools was a slow process which can be traced through various stone cultures.	Compare the types and materials used in toolmaking by during the Lower Pleistocene epoch and those used by Cro-Magnon people during the Upper Pleistocene-Halocene epochs.
	Firemaking was a major accomplishment of the Neanderthal people.	Write a paper on the significance of fire use and of fire making in the evolution of man.
	Humans during the Upper Paleolithic period sought expression in drawing and painting.	Draw an illustration representative of the drawings one might find on an Upper Paleolithic period cave wall.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
		Discuss the relationship between early art forms, "magic" and the lifestyle of the people.
	The Neolithic Age has been referred to as the first revolution in human history.	
		Develop a list of questions you would use for interviewing a Neolithic Age farmer.
		Report to the class on your findings after an imaginary trip to a Sumarian city.
	The cultural history of the New World was characterized by originality and creativity.	
		Identify the cultural traditions of North and Central America which were similar to early Neolithic traditions of the Old World. (Include Alaska)
		Compare the Egyptian and New World pyramids as to structure and use.
		Write a paper on the Mesoamerican cultural tradition reporting on the significant achievements of the Aztec and Mayan peoples.
		Draw a picture of one of the masonry cliff dwellings left by the Anasazi people of the Southwest.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
	A wide variety of cultural products and techniques related to clothing, shelter, and transportation existed.	Describe clothing developed as a protection from the environment and that which served as adornment, or symbols of status and occupation. Relate such clothing to a particular culture.
		Compare housing in today's Alaskan village with the traditional housing of Native Alaskans.
		Have a panel address the relationship between transportation and cultural change.
	Historical perspective helps to identify several revolutionary events which altered human history.	Write a report on the impact of each of the following on human evolution: communication, tools, food production, discovery of metallurgy, and the industrial revolution.
	There is great variety in the nature and type of family groupings.	Compare the type of family structures found among traditional Native Alaskan cultures.

TOPIC/CONCEPT	LEARNER OUTCOME/OBJECTIVE	SAMPLE LEARNING ACTIVITY
	The Learner will:	The Learner will:
	Ecology and economic patterns of culture play a role in the initiation and growth of political systems.	
		Diagram the political organization found among the Samoans.
	All people have some concept of supernatural power.	
		Compare the behavior of a Zuni priest with that of a Shaman.
		Select a definition of religion; discuss and compare it with that chosen by classmates.
		Read "Things Fall Apart" by Chinua Achebe and analyze the importance of missionary education to the Ibos and characteristics of Ibo culture which made it receptive to change.
	The ability of humans to communicate by means of speech is as ancient as the rest of learned behavior.	
		Identify how the vocabulary of English has been influenced by languages from all over the world.